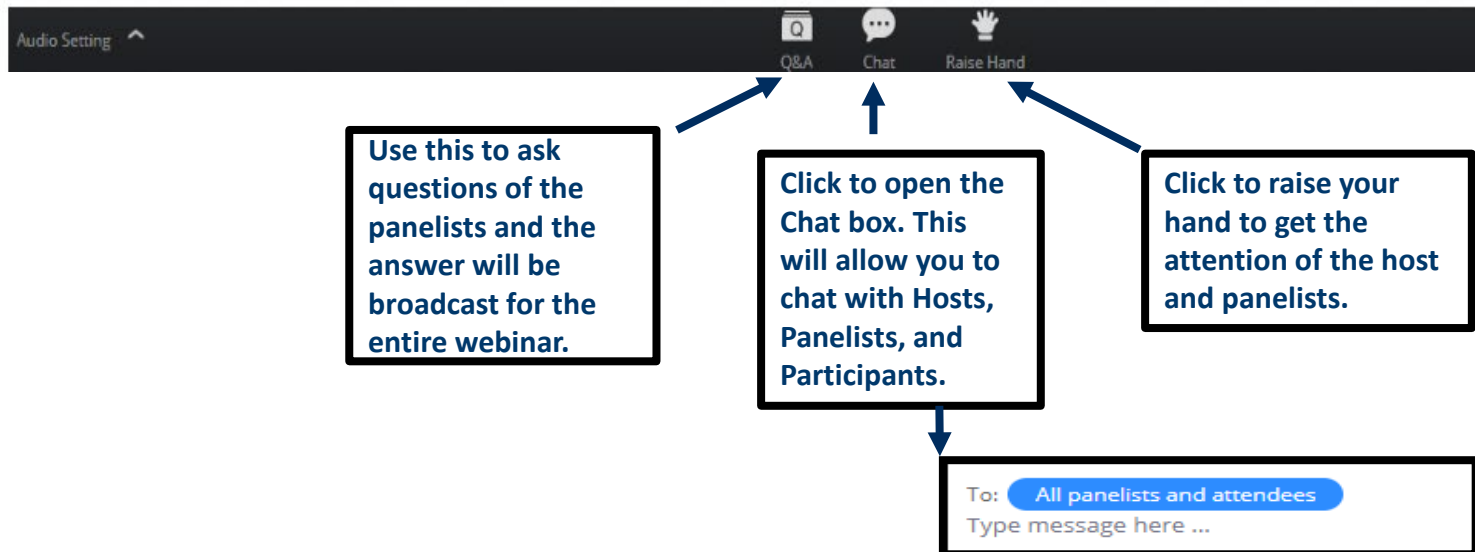




Highlighting NSSE 2021: New Offerings in a Year Like No Other

Webinar will begin at 2 pm Eastern Time

Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box.

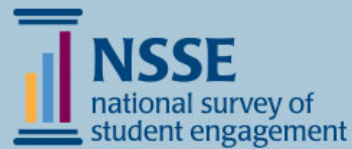


- The Chat window allows participants to interact with presenters and each other – make comments about your NSSE practice, ask questions of presenters and of other **users**!

- Visit <https://kb.iu.edu/d/aods#hear-talk> for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software
- To check your audio connection, click the arrow next to the microphone on the left side of the in-meeting toolbar.
- Click “Test Computer Audio” and audio preferences will open.
- You can test the volume and output of your speaker device by selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.
- We will record and post the webinar.

Highlighting NSSE 2021: New Offerings in a Year Like No Other

New survey items for 2021 explore student experiences across all course modalities—online, face-to-face, and hybrid.



Entering Our 3rd Decade!

Registration for 2021 is under way



Photo credit: Concordia University Montreal

September 30, 2:00 – 2:30 pm (Eastern)

Alexander C. McCormick, Jillian Kinzie, and Jennifer Brooks

NSSE Project Staff

NSSE Webinar September 30, 2020

Outline

- **Welcome**
- **New Offerings**
 - Administration schedule & recruitment
 - \$400 credit
 - Survey item changes
 - Topical Modules
 - FSSE and CUTE
- **NSSE Pulse (fall offering)**
- **How can we help?**



We are encouraging (URGING) you to chat throughout so we can discuss questions & comments as we go!

Welcome! How are You?

CHAT!

What is on your minds in terms of assessing student engagement and educational effectiveness given the rapid adaptation to unprecedented challenges?





2020–21 will be a year unlike any other. In response, NSSE & FSSE 2021 are changing:

- **New NSSE Modules:** Optional Topical Modules to assess quality in online education and the pandemic's impact on students' well-being
- **Responsive Administration Schedule:** Compressed survey preparation and administration schedules to reflect changed academic calendars
- **Free Portal/LMS Recruitment:** Individualized NSSE survey links to embed in institutional portals and learning management systems (previously a fee-based service) to enhance survey promotion
- **\$400 NSSE Credit:** In recognition of institutions' fiscal challenges, a \$400 credit toward surveys or services to all institutions registered for NSSE 2021
- **New FSSE Content:** Items asking faculty how they have been able to support students, how they navigate their roles as educators, and about the support they have received during the pandemic

NSSE 2021 registration closes Friday, October 23, 2020

New Registration & Administration Schedule

Pandemic's impact has created new demands, amid greater uncertainty. Everything feels a bit harder now.



Registration deadline pushed back a full month, allowing more time for fall term to settle before turning attention to NSSE.

Survey preparation condensed, and final deadline (Dec 4) one month later than in typical years.

LMS/Portal Recruitment

UTSA ASAP Automated Student Access Program
The University of Texas at San Antonio

Personal Information Student Services Financial Aid MyUTSA mail ASAP FAQ Software Downloads

Search Go RETURN TO MENU SITE MAP HELP EXIT

Reminder:

Have you completed the NSSE survey?

UTSA wants to improve your educational experience, and you can help by completing the National Survey of Student Engagement (NSSE).

Click below for your personalized survey.

[GO TO My Survey](#)

[Return to the Main Menu](#)

No cost in 2021, try it risk-free

Unique survey links posted in the student portal; complements email recruitment

Requires close coordination with IT staff on your campus

New Timelines, LMS/Portal & Recruitment

- What's on your mind?
- What ideas do you have for recruitment given your expected course modality?
- What incentives might work if most students are not on campus?



CHAT!

\$400 Credit

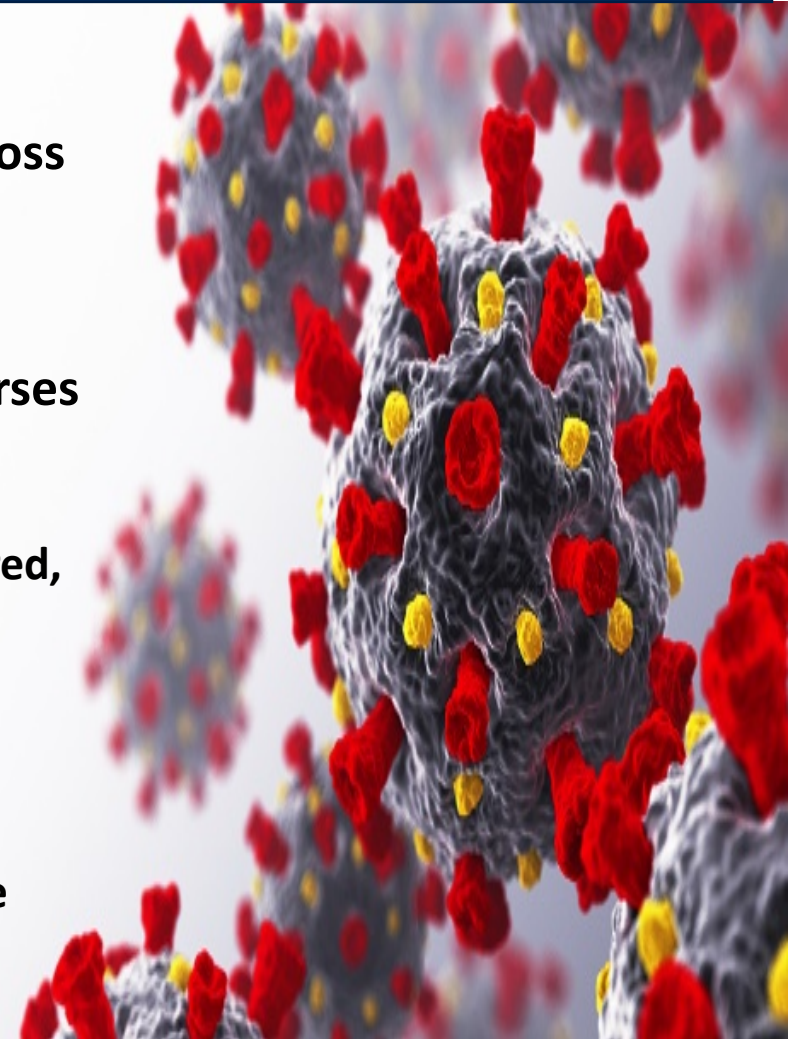
In recognition of institutions' fiscal challenges, we're issuing a \$400 credit toward surveys or services to all NSSE 2021 institutions

Apply credit to lower your overall cost

Apply credit toward an additional module, custom analysis, FSSE participation...

NSSE Core Survey Changes 2021

- **New items on effective teaching**
 - 4 new items to more deeply probe student experiences across *all* course modalities
- **Updated questions about course modalities**
 - To identify the share of face to face, online, and hybrid courses
- **Discontinued items**
 - To limit burden, we deleted 3 questions: coming to class unprepared, attending art performances, and birth year (now required in institution-provided population files)
- **Customize your own end-of-survey prompt!**
 - Append to the core your own [end-of-survey student comment prompt](#) as an alternative to the four standard prompts we provide



10 Topical Modules, 3 New in 2021



Coping with COVID

to help institutions explore the impact of the COVID-19 pandemic on students' educational experiences, mental wellness, and everyday life experiences



Experiences with Online Learning

based in part on Quality Matters standards for effective online courses



Career & Workforce Preparation

a collaboration between NSSE and Strada Education Network to address current interest in how undergraduate education prepares students for work and careers

View items nsse.indiana.edu/nsse/survey-instruments/topical-modules

Coping with Covid Topical Module (2021)

Copyright © 2020 Trustees of Indiana University

This module, created specifically for the 2021 administration, explores the impact of the COVID-19 pandemic on students' educational experiences, mental wellness, and everyday life experiences. Perceptions of faculty and institutional responses, disruptions to educational plans, living situation details, stressors and negative emotional experiences, and changes in leisure activities and time demands are addressed.

We are interested in how you have been impacted by the COVID-19 pandemic. In the following questions, we use the phrase "the COVID-19 pandemic" to describe the time period when the pandemic affected everyday life for many people. In the US and Canada, this started in March 2020 and has extended into the 2020-21 academic year.

1. In light of the COVID-19 pandemic, to what extent have your instructors done the following?

Response options: Very much; Quite a bit; Some; Very little; Not at all; Not applicable

- Remained positive
- Had reasonable expectations of students
- Responded appropriately to the needs of students
- Shown care and concern for students

2. To what extent has your institution kept students safe and healthy during the COVID-19 pandemic?

Response options: Very much; Quite a bit; Some; Very little; Not at all; Don't know/Unsure

3. To what extent, if any, has the COVID-19 pandemic interfered with the following?

Response options: Very much; Quite a bit; Some; Very little; Not at all

- Your college plans
- Your ability to succeed as a student
- Your plans to participate in special learning opportunities (internships, study abroad, field experiences, etc.)
- Your ability to pay for college and living expenses
- Your preferred living situation

Experiences with Online Learning Topical Module (2021)

Copyright © 2020 Trustees of Indiana University

This module, new for the 2021 administration, was developed in collaboration with Quality Matters, a leader in online instruction. Based in part on [Standards from the Quality Matters Higher Education Rubric \(6th Ed.\)](#), the item set measures instructional aspects that experts consider to be ideal for online courses. The set also assesses how students engage in both online and hybrid courses, their degree of comfort with online learning and experience of support, and ideas about how the learning experience can be improved.

You previously indicated that you have taken at least one entirely or partly online course during the current school year. Please tell us more about your online learning experiences.

1. During the current school year, to what extent have your entirely or partly online courses provided the following?

Response Options: Very much, Quite a bit, Some, Very little, Not at all

- Clearly stated learning objectives or goals
- Clear guidance about how to get started in the course
- A clearly stated grading policy
- Course information and activities that are easy to locate
- Sufficient instructions for using technology
- Clarity about when instructors would respond to you (answers to your questions, feedback about coursework, etc.)
- Clear expectations for your interactions with other students
- Assessments (quizzes, projects, assignments, exams, etc.) that help you achieve course learning objectives or goals
- Instructional materials (readings, videos, etc.) that help you achieve course learning objectives or goals

2. During the current school year, about how many of your entirely or partly online courses included the following?

Response Options: All, Most, Some, None

- Live sessions including the instructor and students
- Pre-recorded presentations by the instructor
- Group projects or presentations

Career and Workforce Preparation Topical Module (2021)

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This module represents [a collaboration between NSSE and Strada Education Network](#) to assess how the college experience prepares students for their future. Questions address institutional contributions to students' career plans, influences on their goals, confidence in work-related skills, career exploration in the curriculum, and use of career resources and services.

1. To what extent do the following apply to you?

Response options: Very much, Quite a bit, Some, Very little, Not at all

- You have a clear idea of your career plans
- Your experience at this institution has helped clarify your career plans
- What you are learning at this institution is relevant to your career plans
- You know where to go with questions about your career plans or further education
- You can describe the knowledge, skills, and experiences that are necessary for your career plans
- You have received supportive feedback from faculty or other advisors about your career plans

2. To what extent have the following influenced your career plans?

Response options: Very much, Quite a bit, Some, Very little, Not at all, Not applicable

- Interest or passion for the work
- Fit for your skills and abilities
- Advice from family or friends
- Advice from a high school teacher or counselor
- Interactions with a faculty member or advisor
- Co-curricular activities (student organizations or clubs, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- Internship, co-op, field experience, student teaching, or clinical placement
- Work experience (on- or off-campus job or prior employment)
- Career fairs, workshops, or course-based exploration of career options
- Expected availability of jobs in the field
- Potential salary or earnings

How should you select your Topical Modules?

Choosing only 2 modules from 10 options can be tough!

Factors:

- Appeal of the topic (responsive to campus concern, interests specific campus audiences)
- Repeat for continuity, or to assess change
- New topics suit current needs
- FSSE companion set availability

Example: Inclusiveness
and Engagement with
Cultural Diversity

nsse.indiana.edu/nsse/survey-instruments/topical-modules



What Module(s) Do You Plan to Select?

Why?

Any questions?



CHAT!

FSSE Updates and New CUTE Survey

- **FSSE Updates for 2021**
 - Updated item about course modality
 - New items about faculty practices focused on developing students' workforce & transferable skills
 - New items to better understand the teaching environment for faculty during the COVID-19 pandemic
- **NEW! The College & University Teaching Environment (CUTE) survey launches later in October. This survey will explore how faculty have supported students, navigated their roles as educators, and perceive institutional support during the COVID-19 pandemic.**



NSSE Pulse

- A free, short fall survey
- Includes selected NSSE questions that are critical to persistence, such as quality of interactions and sense of belonging
- Locally administered and results will be available promptly, affording early diagnosis of strengths and areas of concern
- Survey window is between October 5 and November 23, 2020



nsse.indiana.edu/nsse/survey-instruments/pulse



Assessment: Quality and Equity Matter

- Assessing educational quality amid COVID, racial injustice, unrest, and public discontent is essential
- Equity must be examined and addressed in terms of access, academic and educational processes, and outcomes
- Accreditation expectations for quality and equity remain

NSSE and FSSE can help institutions assess and respond to current challenges. What else can we do to help with your assessment needs?

Your Questions

Will 2021 results be comparable to previous NSSE administrations?

Help! Increasing student response rates?!?

Help! Need ideas for incentives if most students are not on campus?!?

How can we use data to assess the impact of COVID on student learning & engagement, and use it to inform next steps?

Using NSSE data to drive institutional improvement



Celebrating 20 years!



Assessment UPdate

March–April 2020
Volume 32, Number 2

Progress, Trends, and Practices in Higher Education



The National Survey of Student Engagement (NSSE) at Twenty

Peter T. Ewell and Alexander C. McCormick

THE NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) WAS DEVELOPED IN the late 1990s with support from the Pew Charitable Trusts and launched in 2000 at 276 bachelor's-granting colleges and universities. Its original purpose was to address questions on the part of political and business leaders—and the wider public—about the educational effectiveness of colleges and universities. By asking students about their behavior with respect to practices known from decades of research to be related to learning and development, as well as institutional practices that demonstrably contribute to student success, NSSE's founders argued that the survey could indirectly demonstrate educational effectiveness without expensive and controversial direct assessments of student learning (Ewell and Jones 1993). Before NSSE, questions about higher education's effectiveness had been addressed through reputation- and resource-based measures such as the rankings devised and published by such sources as *U.S. News & World Report*. In this sense, NSSE's original aim was to provide a more valid approach to assessing college quality. The vision was that results would be prominently published, widely disseminated, and used to compare colleges and universities.

During the project's development, conversations with college and university leaders and advocacy organizations suggested that NSSE's purposes shift from a consumer information tool to one allowing institutions to undertake internal performance assessment and use the results to guide improvement. Accordingly, participating institutions receive detailed reports containing summary measures and item-level results benchmarked against customizable groups of comparison institutions. The survey was updated in 2013 to improve coverage and clarity while providing new, more useful summary measures, but the intent and methodology remained the same. To introduce the project for this special edition of *Assessment Update*, we provide initial answers to several questions.

What Is NSSE For?

To quote from the project's website, "NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal

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Attention Readers:

Access COVID-19 Research and Resources at:
online.library.wiley.com

NSSE is Entering its 3rd Decade!

20th Anniversary Activities....

- Listening tours to solicit input (AAC&U, AIR)
- Interactive timeline
- *Assessment Update* (Sp2020) dedicated to NSSE
- Synthesis papers
- Your feedback



https://iu.co1.qualtrics.com/jfe/form/SV_42cHn2u4t83Thop





Thanks so much for joining us!

**NSSE 2021 registration closes on
Friday, October 23, 2020**



@Jillian_Kinzie



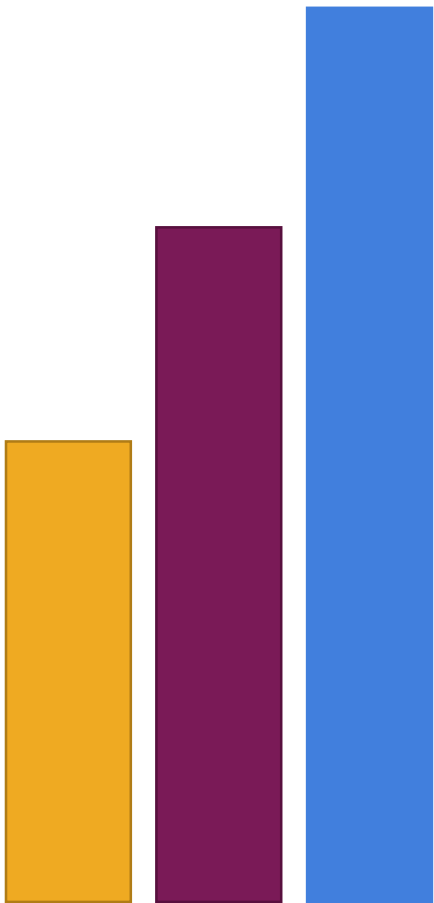
@alexmcormick

Blog: NSSEsightings.indiana.edu



@NSSEsurvey @NSSEinstitute





THE END.



New survey items for 2021 explore student experiences across all course modalities—online, face-to-face, and hybrid.



Entering Our 3rd Decade!

Registration for 2021 is under way



Photo credit: Concordia University Montreal



Looking Forward...

- **NSSE Pulse** (fast, free, fall survey)
- Help us plan for a third decade

